Course Description
This course is designed to introduce you to the study of society and what Mills calls the “sociological imagination:” a way of viewing the events, relationships and social phenomena that shape our individual lives and our collective experience. I have four main goals for students: to use sociological tools to examine local and international issues/problems; to draw upon sociological theory to illuminate the social forces that impact our everyday lives; to develop a “critical consciousness” to engage the world on a deeper and substantive level (and liberate ourselves); and to investigate how to be an agent of social change.

Required Texts
1. *Introduction to Sociology* (9th edition) by Giddens et.al. and the *Contexts Reader* (should come as a package)
   Available in the bookstore and Amazon.com. **Both books are on reserve in Kennedy Library.**
2. Readings listed as “Polylearn” can be found on the course Polylearn.

Course Learning Objectives
The goals for this course are for every student to:

1. Achieve an international/global perspective of cultures and societies along with knowledge of other social and cultural systems.
2. Develop an understanding of the problems and implications of the United States as a multicultural, pluralistic society.
3. Learn to apply a holistic/integrated approach to current social problems on a local, regional and global level.
4. Appreciate the way social groups and structures influence individual behavior and the way individual behavior influences social groups and structures.
5. Show growth in the ability to think critically concerning important issues facing our society and societies in a global perspective.

Class Procedure
This class will be pedagogically “mixed method.” Recognizing the various ways in which people learn, my goal is to meet you the student half way in this learning process. Below are my commitments to you and expectations of you as a student.

First, my main teaching style is lecture mixed with class discussion and activities. Lecture will be concise, relevant, and is central to the way this class is designed. Therefore, you are expected to be at every class (unless
you have an emergency) having read the designated material. In addition, the exams will give you the opportunity to show how brilliant you are. I expect that you not only understand concepts but that you can also apply them to real life. My commitment is to judge your knowledge and effort as well as give you insightful feedback on your work.

### Course Requirements

<table>
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<tr>
<th>Reflection Paper Assignments (4 @ 10pts each)</th>
<th>Portion of Final Grade:</th>
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<tr>
<td>Midterm</td>
<td>30</td>
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<tr>
<td>Final Exam</td>
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**Readings**

**Readings—do them.** I have chosen to go for depth rather than breadth so time should not be an issue. I recommend doing the reading and making notes in the margin, then going back later that day or the next day and reviewing the reading as it applies to your life. Each reading was chosen to help you *nosce te ipsum* (know thyself) and/or see the world from a different perspective.

### Reflection Papers

The four reflection papers ask you to connect concepts and theories from class and the readings to your own personal life. When you write the reflection paper, please underline the concepts or theories from readings or class. I also expect you to follow the standard writing procedures on all of your assignments. This means that you will: use normal margins (1 inch top and bottom, 1.25 on the sides), twelve point Times New Roman font, double space, title all of your work, and put a name and course number on everything you hand in. All work should be type-written and turned in as a PDF on the polylearn by the given date. Sloppiness will be judged accordingly. LATE PAPERS WILL NOT BE ACCEPTED.

### Movie Reaction Paper

This paper is an opportunity for you to critically engage a popular medium on a deeper level. In at least two full double-spaced pages I want you briefly (~½ to ¾ page) summarize the plot. With the rest of the paper, please investigate how an inequality in the movie played out (reinforced, rebuked, unquestioned, etc.), and back up your claims with examples. Then discuss at least five class concepts (UNDERLINE) and how they help you understand the movie and/or inequality in a new way. This paper may be turned in at any time during the quarter but before the due date. It is worth 5 points.

### Disaster By Drought Summit Reflection

You are required to attend at least one of the events during the Summit. Further details can be found at [www.disasterbynrdrought2015.calpoly.edu](http://www.disasterbynrdrought2015.calpoly.edu). After attending, please write at least a two double-spaced page reaction paper on this experience relating what you saw and felt to at least five class concepts (UNDERLINE). It is worth 5 points.

### Deviance Assignment

The goal of the deviance assignment is to showcase invisible informal social control mechanisms we follow everyday. You are simply asked to do something that is deviant. It is best to do this assignment with a classmate. Please do not do something that will either harm yourself or others or risk formal sanction. Once you have done your deviance, please write at least a two page reflection relating it to at least five concepts (UNDERLINE) from the lecture or the readings. Please also note what sanctions were made to control your behavior. It is worth 5 points.

### Social Change Reflection

By the end of the quarter you will have moved beyond the privilege of ignorance and learned about various social problems that we, consciously and unconsciously, maintain. This two page reflection asks you to think deeply
and divergently about how you can become a social change agent. Further instructions are on the polylearn site. It is worth 5 points.

**Midterm and Final Exam**
The midterm and final exam will consist of true-false, multiple choice, and short-answer questions. The true-false and multiple choice questions will gauge your knowledge of key sociological terms, concepts, and theories while the short-answer questions will have you connect these ideas to real life situations. The final will be cumulative although it will focus most heavily on the content after the midterm.

**Other Issues**

*Cheating:* I abhor efforts by students to turn in work that is not their own or to cheat the system in other ways. In my classes I take an extra effort to make sure that this does not happen. If I find a student has cheated, I will make sure the student is punished to the fullest extent by the Scholastic Conduct Committee. If you think that you may do this, I recommend taking another class.

*Late and Make up policy:* Tardiness is not accepted in other work environments and will not be accepted in this class. **Late homework and papers will not be accepted unless there is documented illness/other emergency.** You can always turn in homework early! If it is an emergency, please see me individually BEFORE the assignment is due. **Homework sent by email will not be accepted.**

*Incompletes:* No incompletes will be given unless you have a prior written agreement with me and will only be given out in rare situations with extenuating circumstances present.

*Classroom Behavior:* This is a college-level class. Therefore, I will treat you like adults. I expect you to participate often, engage the material both critically and constructively, and to have the highest respect for others, even if you disagree with what they say. We will have intellectual discussions, not petty arguments. It is my duty as an instructor to ensure that each student feels safe and respected when speaking in the classroom. Disruptive and disrespectful behavior will not be tolerated. If problems arise we will not spend class time solving them. You will be asked to leave and we will work on a solution after class. **Remember, both learning and teaching requires humility. Open yourself up to being changed.**

*Cell phones and Computers:* I believe that talking on the phone or texting during class is disrespectful of the professor and of other students. **Cell phones are not permitted to be out during class.** Computers are an extremely important part of our society but can also be a significant source of distraction. **Therefore, computers will not be permitted in class unless you obtain my permission first in office hours.** This right can be taken away if the privilege is abused. Please see the article “Why I’m asking you not to use laptops” on the polylearn for further justification.

*Email:* The simplicity of writing emails, I believe, has encouraged students to email their professor at every whim. I received dozens of emails last quarter in which the answer could have been found in the syllabus, from a classmate, during class, or during office hours. Please only email me if it is critically urgent.

*Disabilities:* It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. I encourage you to contact me to discuss any individual needs for accommodations. The sooner you do the better.
Disclaimer: While I believe that it is important to treat the syllabus as a contract between us, I also reserve the right to make minor changes in the course as I see necessary. That said, I will do my best to maintain the syllabus as-is and if changes need to be made, I will alert the class in a timely and appropriate manner.

WHEN YOU ARE NOT SURE ABOUT SOMETHING OR HAVE A QUESTION:
1. First re-read the syllabus; 2. Then check Polylearn; 3. Then check with a classmate; 4. Then wait until class or office hours; 5. Or if it is an emergency—then email me.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date: Week of</th>
<th>Themes</th>
<th>Readings do on Tues-Giddens et. al.</th>
<th>Readings Due on Thurs-Contexts Reader (C) and Polylearn (P)</th>
<th>Assignments and Exams (Thurs)</th>
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<tr>
<td>1</td>
<td>Sept. 21</td>
<td>Intro. to Sociological thinking</td>
<td>Chapter 1 What is Sociology?</td>
<td>P: Mills “Sociological Imagination”&lt;br&gt;C: Ch. 1 “Social Networks”</td>
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<tr>
<td>2</td>
<td>Sept. 28</td>
<td>Intro to Methods</td>
<td>Chapter 2 Asking and Answering Soc. Questions</td>
<td>C: Ch. 65 “The Promises and Pitfalls of Going into the Field”&lt;br&gt;P: “Learning from Drag Queens”</td>
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<td>3</td>
<td>Oct. 5</td>
<td>Socialization</td>
<td>Chapter 4 Socialization and the Life Cycle</td>
<td>NO CLASS ATTEND DISASTER BY DROUGHT SUMMIT</td>
<td>Movie Review HW</td>
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<td>4</td>
<td>Oct. 12</td>
<td>Global Inequality</td>
<td>Chapter 9 Global Inequality</td>
<td>C: Ch. 21 “The Scarcity Fallacy”&lt;br&gt;C: Ch. 63 “Salsa and Ketchup”</td>
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<td>5</td>
<td>Oct. 19</td>
<td>Social Stratification</td>
<td>Chapter 8 Stratification, Class, and Inequality</td>
<td>C: Ch. 20 “Is equality feasible”&lt;br&gt;C: Ch. 22 “As American as Apple Pie”</td>
<td>Summit Reflection HW</td>
</tr>
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<td>6</td>
<td>Oct. 26</td>
<td>Ethnicity and Race</td>
<td>Chapter 11 Ethnicity and Race</td>
<td>C: Ch. 34 “Mexican Americans and Immigrant Incorporation”&lt;br&gt;C: Ch. 35 “Race as Class”</td>
<td>Midterm</td>
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<td>7</td>
<td>Nov. 2</td>
<td>Deviance and Social Control</td>
<td>Chapter 7 Conformity, Deviance and Crime</td>
<td>C: Ch. 50 “Crime Decline in Context”&lt;br&gt;C: Ch. 54 “Beyond Crime and Punishment”</td>
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<td>8</td>
<td>Nov. 9</td>
<td>Gender and Sexuality</td>
<td>Chapter 10 Gender inequality</td>
<td>C: Ch. 30 “Is hooking up bad for young women?”&lt;br&gt;C: Ch. 31 “Low-calorie Feminism”</td>
<td>Deviance HW</td>
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<tr>
<td>9</td>
<td>Nov. 16</td>
<td>Education</td>
<td>Chapter 16 Education</td>
<td>C: Ch. 12 “A Matter of Degrees”&lt;br&gt;C: Ch. 13 “The Black-White Test Score Gap”</td>
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<td>10</td>
<td>Nov. 23</td>
<td>Oppression</td>
<td>P: Freire “Pedagogy of the Oppressed” Ch. 2</td>
<td>No Class Happy Thanksgiving</td>
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<td>11</td>
<td>Nov. 30</td>
<td>Social Change</td>
<td>Chapter 20 Globalization in a Changing World</td>
<td>C: Ch. 55 “Why you Voted”&lt;br&gt;C: Ch. 59 “Community Organizing and Social Change”</td>
<td>Social Change HW</td>
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<td>12</td>
<td>Dec. 7</td>
<td>Finals Week</td>
<td>Final—Tuesday December 8th 10am-1pm</td>
<td>Final Exam</td>
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C-Contexts, P-Polylearn

“Problem-posing education affirms men and women as beings in the process of becoming.” –Freire